Province of
British Columbia

Ministry of Education

Annual Report

For the period July 1, 1983 to June 30, 1984

85-3848/

BC
E3
B
1983-84
c.3

Province of
British Columbia
Ministry of
Education

Ministry of Education

One Hundred and Thirteenth Annual Report
July 1, 1983 to June 30, 1984

British Columbia Cataloguing in Publication Data

British Columbia. Ministry of Education.
Annual report. — 109th (1979/80)

Cover title: Report on education 1979/80 —
Report year ends June 30.
Continues in part: British Columbia. Ministry of Education, Science and Technology. Annual report.
ISSN 0711-9151
ISSN 0711-9410 = Annual report — Ministry of Education (Victoria. 1980)

1. British Columbia. Ministry of Education. 2. Education — British Columbia — Periodicals. I. British Columbia. Ministry of Education. Report on education. II. Title: Report on education.

L222.B7A22 354.71106851

John H. Heinrich
Minister of Education

To the Honourable Robert Rogers
Lieutenant-Governor of the
Province of British Columbia

May it please your Honour:

I have the honour and duty to present the One Hundred and Thirteenth Annual Report of the Ministry of Education, covering the period from July 1, 1983 to June 30, 1984.

Jack Heinrich

John H. Heinrich
Minister of Education

Contents

Organization Chart 8

Personnel 10

Schools Department 15

Division of School Programs 15

Curriculum Development Branch 15
Learning Assessment Branch 16
Examinations Branch 17
Modern Languages Services Branch 19
Correspondence Education Branch 20

Division of Field Services 21

Field Services Branch 22
Program Effectiveness Branch 23
Schools Operations Branch 23

Division of Special Education 24

Special Education Services Branch 27
Hearing-Impaired and Speech Programs Branch 30
Jericho Hill School for the Deaf 31
Indian Education Branch 32

Teacher Services Branch 32

Division of Schools Facilities 33

Independent Schools 35

Educational Finance Department 37

Division of Educational Finance Research and Economic Analysis 37

Division of the Ministry Comptroller 38

Internal Audit Branch 38

Division of Budget Development and Analysis 38

Budget Development Branch 42
Program Analysis Branch 42

Management Operations Department 43

Personnel Services Branch 43
Provincial Educational Media Centre 44
Publications Services Branch 45

Division of Policy and Legislative Services 46

Division of Data and Office Technology Services 48

Data Services Branch 48
Ministry Library 49

Post-Secondary Department 51

Division of Management Services 51

Policy and Planning Branch 51
Institutional Support Services Branch 52
Post-Secondary Operations Branch 52
Post-Secondary Facilities Branch 53

Division of Program Services 53

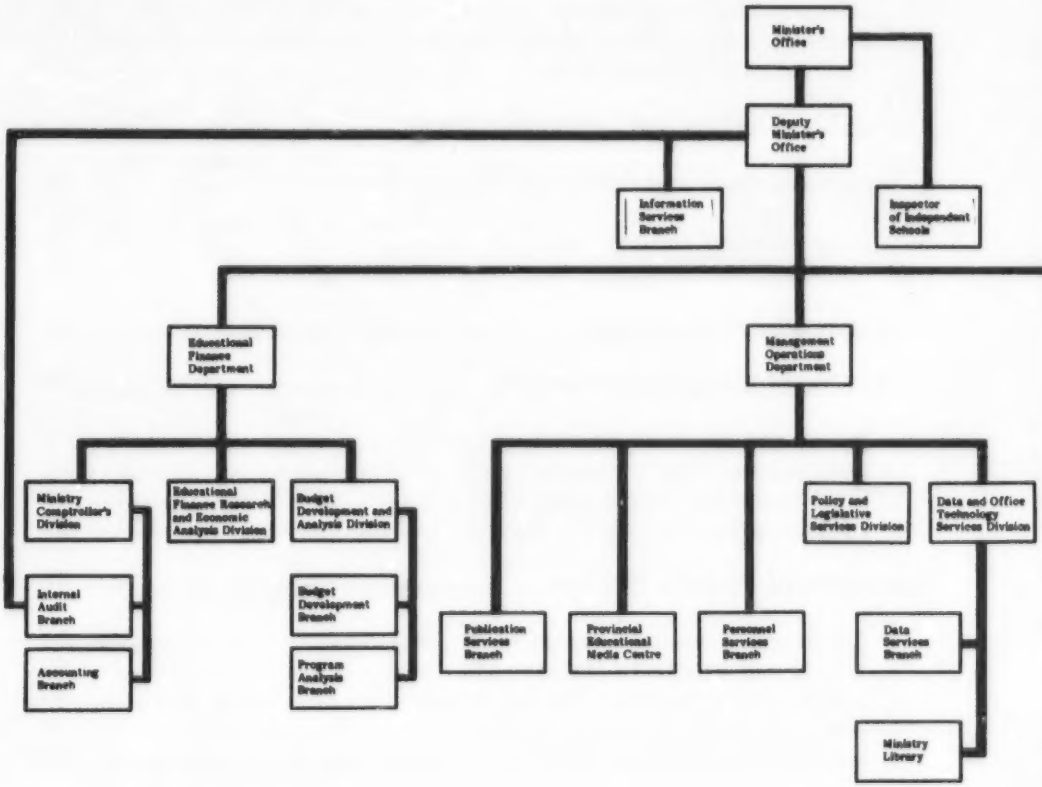
Academic/Technical Programs Branch 54
Vocational Programs Branch 55
Trades and Industrial Training Branch 55
Curriculum Development Branch 56
Continuing Education Branch 57

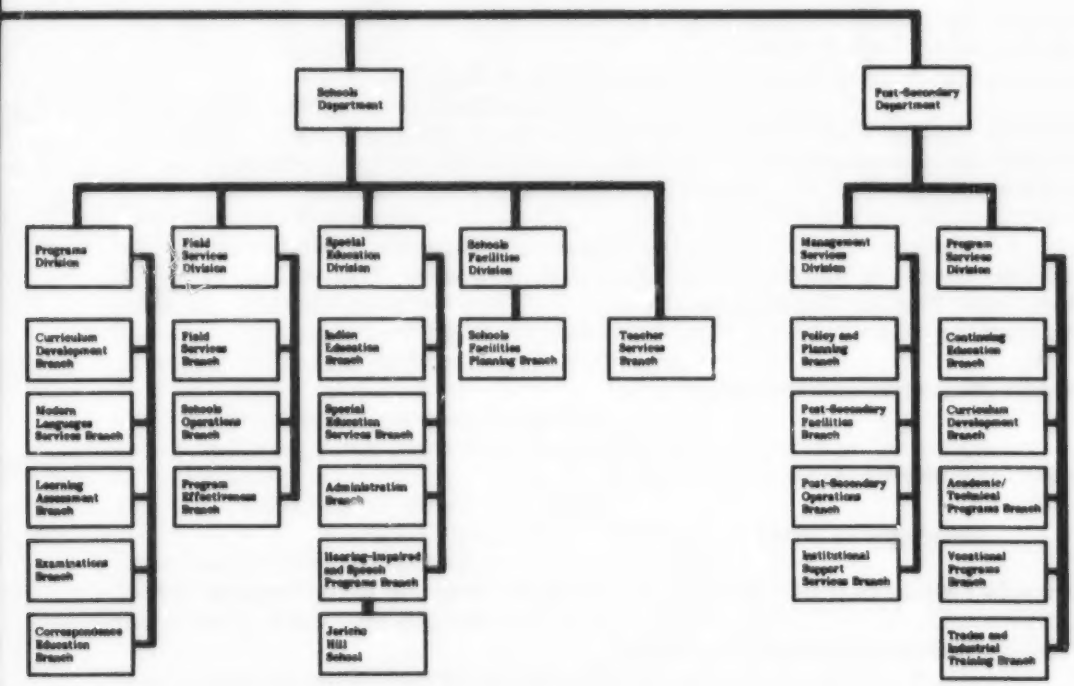
College Regions and School Districts 58

Statistical Tables 60

Organization Chart

Ministry of Education
As of June 30, 1984




Schools Department
Post-Secondary Department
Programs Division
Field Services Division
Special Education Division
Schools Facilities Division
Management Services Division
Program Services Division
Curriculum Development Branch
Modern Languages Services Branch
Learning Assessment Branch
Examinations Branch
Correspondence Education Branch
Field Services Branch
Schools Operations Branch
Program Effectiveness Branch
Indian Education Branch
Special Education Services Branch
Administration Branch
Hearing-Impaired and Speech Programs Branch
Jericho Hill School
Schools Facilities Planning Branch
Teacher Services Branch
Policy and Planning Branch
Post-Secondary Facilities Branch
Post-Secondary Operations Branch
Institutional Support Services Branch
Continuing Education Branch
Curriculum Development Branch
Academic/ Technical Programs Branch
Vocational Programs Branch
Trades and Industrial Training Branch

Personnel 1983/84

Minister's Office

Minister of Education
The Honourable John H. Heinrich, LL.B.

Deputy Minister's Office

Deputy Minister of Education
R.J. Carter, B.A., M.Ed.

Assistant Deputy Minister - Schools Department
G.G. Wall, B.A., B.P.E., M.Ed.

Assistant Deputy Minister - Post-Secondary Department
G.L. Fisher, B.Sc., M.Sc., Ph.D.

Assistant Deputy Minister - Management Operations Department
C. Daneliuk, B.A., M.Ed.

Assistant Deputy Minister - Educational Finance Department
J.R. Fleming, B.A.

Director, Information Services
D. Melville

Executive Co-ordinator
W. Stavdal

Schools Department

Division of School Programs

Executive Director, Programs
J.J. Mussio, B.Sc., M.A., Ph.D.

Director, Curriculum Development
R.M. Overgaard, B.A., M.Ed.

Assistant Director, Curriculum Development
I.J. Cameron, B.Ed., M.Ed., Ed.D.

Director, Modern Languages Services
G. Mills, B.Ed., Ph.D.

Director, Learning Assessment
H.J. Matheson, B.A., M.A., Ed.D.

Director, Examinations
A.R. Taylor, B.Sc., M.Ed.

Director, Correspondence Education
W.B. Naylor, B.A., M.Ed.

Assistant Director, Correspondence Education
W.D. Oliver, B.A.

Division of Field Services

Executive Director, Field Services
A.J.H. Newberry, B.A., M.Ed., Ed.D.

Director, Field Services
D.R. Smyth, B.P.E., M.Ed.

Assistant Director, Field Services
P.D. McMuldroch, B.A., M.Ed.

Director, Schools Operations
K.C. Starling

Director, Program Effectiveness
B.D. Buchanan, B.Ed., M.Ed.

Division of Special Education

Executive Director, Special Education
W.J. Desharnais, B.A., M.Ed.

Director, Indian Education
T.G. Ellwood, B.Ed., M.Ed.

Director,
Special Education Services
J. Lee, B.A., M.A., Ph.D.

Co-ordinator, Learning Assistance and Learning Disabilities
D. Chapman, B.A., B.Ed.

Co-ordinator, Provincial Resource Centre for the Visually Impaired
E.Y.P. Lau, B.A., M.Ed.

Co-ordinator, Mentally and Physically Handicapped
G. Cameron, B.Ed., M.Ed.

Co-ordinator, Enrichment and Gifted Education Programs
C. Laine, A.S.B.I., L.C.P., M.A.

Director, Administration
M. Epstein, B.A., M.A.

Director, Hearing-Impaired and Speech Programs
H. Minto, B.Ed., M.Ed.

Co-ordinator, Hearing-Impaired and Speech Programs
L. McLaughlin, B.Ed., M.Ed., Dip. Deaf Educ.

Principal, Jericho Hill School for the Deaf
H.I. Adams, B.A., Dip. Deaf Educ.

Vice-Principal, Jericho Hill School for the Deaf
N.E. Miller, B.A., M.A.

Division of Schools Facilities

Executive Director,
Schools Facilities
J.L. Doyle, B.A., M.Ed.

Acting Director, Teacher Services
E.D. Cherrington, B.A., Dip. Ed., Dip. Public Admin.

Independent Schools

Inspector of Independent Schools
E.L. Bullen, B.A., M.A., Ph.D.

Post-Secondary Department

Division of Program Services

Executive Director, Program Services
L.J. Thompson, B.A., B.Sc., F.C.I.S.

Director, Vocational Programs
D.R. MacRae, B.Sc.

Director, Academic and Technical Programs
T.H. Clement, B.Sc., M.Ed., Ph.D.

Director, Curriculum Development
N. Rubidge, B.Sc., M.Sc., Ed.D.

Director, Trades and Industrial Training
J.D. Meredith

Director, Continuing Education
R.L. Faris, B.A., M.Ed., Ph.D.

Co-ordinator, Continuing Education
S.R. Harvey, B.A., B.Ed.

Division of Management Services

Executive Director, Management Services
J.F. Newberry, B.Ed., M.Ed., Ph.D.

Director, Policy and Planning
K.A. MacIver, B.A.

Director, Institutional Support Services
R.C. McCandless, B.A., M.P.A.

Director, Post-Secondary Operations
D.S. Adams, C.G.A.

Co-ordinator, Student Services
D.L. Clarke, B.A., M.Sc.

Management Operations Department

Director, Personnel Services
J.A. Holmes, Dip. Public Admin.

Senior Personnel Officer
C.H. Bateman, B.A., M.A.

Acting Director, Provincial Educational Media Centre
W.L. Groutage, B.A.

Director, Publication Services
P.J. Northover, B.A., B.Com., M.B.A.

Assistant Director, Operations
R.L. Connolly, B.A., Dip. Public Admin.

Division of Policy and Legislative Services

Executive Director, Policy and Legislative Services
J. Walsh, B.Sc., M.Ed.

Division of Data and Office Technology Services

Executive Director, Data and Office Technology Services
R.N. Greer, B.A., M.A., Ed.D.

Director, Data Services
D. Rees, B.A., M.A.

Librarian
Norma Lofthouse, B.A., M.L.S.

Educational Finance Department

Division of Educational Finance Research and Economic Analysis

Executive Director, Educational Finance Research and Economic Analysis
B.D. Anderson, B.Ed., M.Ed., Ph.D.

Director, Financial Management Systems Services
M.A. Rhodes, B.A., M.P.A.

Division of the Ministry Comptroller

Acting Ministry Comptroller & Director, Accounting Services
S.W. Woodward, Dip. Bus. Admin., R.I.A.

Director, Internal Audit Services
G. Gamble, R.I.A.

Division of Budget Development and Analysis

Executive Director, Budget Development and Analysis
D.L. Hartwig, B.A.

Director, Program Analysis
D.N. Newman, B.A., B.Ed., M.Ed.

Manager, Budget Development
D.F. Hughes, Dip. Public Admin.

District Superintendents of Schools

T. Good, B.A., M.Ed., Central Coast

W.B. Johnston, B.Ed., M.Ed., Oliver

M. Roscoe, B.A., M.A., Keremeos

Retirements

H.F.G. Kent, Technician, Schools Facilities, 28 years

J.S. Loganhume, Clerk, Post-Secondary Operations, 26 years

S.R. Halton, Public Information Officer, Information Services, 21 years

B.A. Black, Director, Provincial Educational Media Centre, 20 years

J.L. Canty, Executive Director, Deputy Minister's Office, 19 years

K.I. Hull, Correspondence Instructor, Correspondence Education, 19 years

C.A. Collins, Administrative Officer, Print Services, 18 years

W.L.B. Hawker, Executive Director, Administration Support Services, 17 years

T. Takahashi, Food Service Worker, Jericho Hill School, 16 years

C. Hopper, District Superintendent, 15 years

R.E. Dickins, Teacher, Jericho Hill School, 14 years

D.W. Robb, Education Officer, Correspondence Education, 14 years

G.E. Smith, Technical Assistant, Correspondence Education, 11 years

E.C. Amon, Clerk-Stenographer, Vocational Programs, 10 years

V. Henry, Assistant Director, Personnel Services, 10 years

R.J. Leskiw, Executive Director, Teacher Services and Research, 9 years

A.W. Dayle, Education Officer, Post-Secondary Program Services, 3 years

Deceased

A.D. Cooke, Office Assistant

Schools Department

There are four divisions within the Schools Department — School Programs, Special Education, Field Services, and Schools Facilities. There is also a separate branch, Teacher Services Branch, that is directly overseen by the Schools Department. These units are responsible for the overall direction and administration of the public education system, its half million students, and approximately 28,000 teachers.

In addition to its regular responsibilities, the Schools Department completed a number of special tasks in 1983/84. A new Financial Management System was implemented, provincial examinations were reintroduced, and secondary curriculum offerings were studied with a view to possible revision of graduation requirements.

Division of School Programs

The Division of School Programs is responsible for the development of provincial programs for all pupils from Kindergarten to Grade 12. The development and implementation of curriculum and the assessment of student learning, including administration of the provincial examination program, are major functions of the division. It is also responsible for career programs, modern languages services, and correspondence education.

Curriculum Development Branch

During the 1983/84 school year, the Curriculum Development Branch continued to perform its main functions of developing new courses, revising existing courses, and identifying learning resources to support provincially prescribed and authorized curriculums. In addition, the branch assumed responsibility for orienting teachers to the new curriculums. The branch also maintained liaison with the field by having personnel participate in a variety of provincial, district, and post-secondary professional activities. Finally, during the 1983/84 school year, the branch undertook the research needed to generate a White Paper on the revision of secondary school graduation requirements.

An important highlight in 1983/84 was the introduction of a new curriculum for the first three years of the 1-12 Social Studies program. Students and teachers were introduced to a full set of new learning resources specific to British Columbia, which were developed on a contract basis by a B.C. publisher. In addition, new learning resources for two more grade levels (Grades 4 and 8) were completed for

distribution to schools in September 1984. Materials for the remaining grades are due for implementation in 1985 and 1986.

At the same time, the new Consumer Education 9/10 course, supported by a curriculum guide, resource books, and a text developed specifically for British Columbia students, moved into its second year of implementation. A senior-level course, Consumer Education 12, again with texts developed specifically for B.C. students, was completed for distribution to schools by September 1984.

In addition, 1983/84 was the first year of existence for a new Junior Secondary Science program. Materials for Science 10, developed by publishers to match a B.C. curriculum design, are now in the schools, and materials for Grade 8 were completed during the 1983/84 school year. A committee of teachers completed a new program for Kindergarten as well, and the curriculum guide was published in June 1984.

The Curriculum Branch continued to emphasize special education curriculum projects, delivering to districts the Core Curriculum Supplement for teachers of mentally handicapped students and an orientation and mobility handbook for teachers of visually impaired students. Work on the secondary theatre program was completed too, with guides for Acting 11 and 12 distributed to schools, and a guide for Stagecraft scheduled for distribution in the fall of 1984. In addition, an Elementary Fine Arts Committee completed its work and a curriculum guide and resource book went into production.

Two new projects were initiated. An alternate senior secondary English program was drafted, and it will be distributed in 1984 for comment and revision. As well, elementary and secondary curriculum committees were struck in Mathematics and were charged with the responsibility of recommending to the Ministry a new framework for Mathematics instruction by the fall of 1984.

Finally, the branch continued to manage Career Preparation Programs in 1983/84, as enrolments during this year in 96 schools totalled over 6,000 students — a growth of 15 per cent. Course outlines in Metal Fabrication and Hospitality were completed and distributed.

Learning Assessment Branch

In 1984, the third Assessment of Reading provided information on the achievement and attitudes of all students in Grades 4, 7, and 10. The provincial interpretation panels, made up of teachers,

administrators, parents, and trustees, rated the results according to standards of achievement developed by each grade-level panel. At the Grade 4 level, all domains were rated Very Satisfactory; at the Grade 7 and 10 levels, three domains were rated Very Satisfactory and two were judged Satisfactory. Recommendations were collected from the panelists and will be included in a general report. School and district reports were distributed in September; general and summary reports will be provided to the Ministry in October. As in past assessments, districts are encouraged to interpret their results and to make recommendations for the improvement of reading. The third Assessment of Mathematics, which will take place in May 1985, is well under way, with piloting scheduled for November.

During 1983/84, the branch continued to produce Classroom Achievement Tests. New this year were tests in Consumer Education for Grades 9 and 10. Next year, reading tests will be developed out of the Reading Assessment. As well, the Grades 3 and 10 Mathematics tests and the Grade 4 Reading Test, which had all been mandatory previously, were reissued as Classroom Achievements Tests. The mandatory tests for elementary grade levels were limited to Grade 7 Reading and Mathematics tests.

In August 1983, Grade 12 Provincial Examinations were made mandatory for 13 subjects. The Learning Assessment Branch provided technical support and production help to the Examinations Branch.

Examinations Branch

The new Grade 12 Provincial Examinations were administered in January, June, and August in 13 subjects. Scholarship Examinations were provided in 8 subjects in January and 12 subjects in June (because of small enrolments, Scholarship Examinations were provided only in June for Geology 12, German 12, Latin 12, and Spanish 12). There were no Scholarship Examinations administered in August. Approximately 12,000 students participated in the January session, 27,000 in the June session, and 1,400 in the August session.

There had been no Grade 12 Provincial Examinations since 1973, when the previous program was discontinued. In the 1983/84 school year, however, all students enrolled in the 13 examinable subjects were required to write the Provincial Examinations, and there were no recommendations as there had been previously. A new, two-hour provincial examination format was developed and administered for most subjects, and a three-hour examination format was developed for English 12.

Due to changes this year in the provincial system for recognizing outstanding student achievement, a comprehensive reference document, Financial Opportunities for Students: A Resource Book was prepared and distributed to all secondary schools. Under the Provincial Scholarship Program, 13,610 Scholarship papers were marked (including French 12: Auditory, but excluding English 12). There was an increase of 12.9 per cent in student participation in 1984, with 4,705 candidates participating in the Scholarship Program. Approximately 1,240 of these candidates received Scholarship awards, and approximately 400 received District awards.

Whereas in previous years a candidate's Provincial Scholarship standing in any subject was determined by his or her results on a single two-and-one-half-hour examination, the mark was established this year by combining marks from the two-hour Provincial Examination with those from a one-hour Scholarship component. French 12 Scholarship candidates wrote an additional one-hour auditory examination. Successful candidates were also required to have passed the English 12 Provincial Examination at the first attempt.

The District Awards program continued to be administered as before through the District Awards Committees. Awards were allocated to qualifying students, with a maximum of 1 per cent of the students enrolled in Grade 12 in each school district being eligible. The district English Composition Examination was discontinued, but those applicants who received District awards were required to have successfully completed graduation requirements.

Gold, silver, and bronze medals were awarded to the top three qualifying candidates in the Province, replacing the Governor General's medals. Lily Yen, of Burnaby Central Senior Secondary School, was awarded the Gold Medal with an average of 96.8 per cent in Algebra, Biology, and Chemistry. Joanne Roan, of Campbell River Secondary School, won the Silver with an average of 95.5 per cent in English Literature, Geography, and History. Firouzeh Rabbani, of West Vancouver Secondary School, received the Bronze Medal with an average of 95.2 per cent in Algebra, Chemistry, and French.

Finally, the General Education Development (G.E.D.) Examination for adult high school equivalency certificates was administered to 4,250 persons in the past calendar year, with 3,401 persons receiving certificates.

Modern Languages Services Branch

The Modern Languages Services Branch continued its operations in the areas of curriculum development, financial management, orientation, teacher training, and provision of advisory and evaluation services to support French as a Second Language, French Immersion, Programme-Cadre de Français, English as a Second Language, and Spanish programs. In addition, the branch continued to administer federally funded programs including the French Language Monitor Program, the French Teachers' Bursary program, the Summer Language Bursary program, and the Student Fellowship Program.

As part of the branch's long-term curriculum planning effort, a new committee, the Secondary Modern Languages Committee, was struck to develop a philosophy of second language teaching and produce a curriculum model that is applicable not only to presently existing courses and those in the planning stages, but to future courses in any of the dozens of heritage languages represented throughout British Columbia.

To meet more immediate needs, curriculum development in the field of French as a Second Language included the production of two new resource books for elementary French and integration of the elementary French materials list into the Publication Services catalogue for the first time in the history of the program. In the field of Spanish, the Spanish committee produced a new draft guide and recommended a new set of materials for authorization in 1985/86. The E.S.L. committee, for its part, produced a resource book that covers E.S.L. teaching from Kindergarten to Grade 12 and incorporates material on the latest trends and techniques of communicative language teaching. The final draft is ready for editing and printing.

During the 1983/84 school year, over 10,000 pupils were enrolled in French Immersion or Cadre programs in British Columbia. To meet the curriculum need of these pupils, the branch prepared lists of materials for authorization by order in council in several core areas, including Mathematics, Social Studies (Grades 1-3), and Français (Grades 1-3). Francais and Social Studies materials for Grades 4-7 were evaluated, but no decisions are to be made on those until further research is done. Committees also worked on Secondary Immersion and Programme-Cadre curriculum guides, with completion expected in the 1984/85 school year. The Immersion materials authorized for use in 1984/85 were included in the Publication Services lists — again, for the first time in the history of the program.

In the area of financial management, the branch prepared and administered a federal budget of $5,821,000.00 under the four general headings of Infrastructure Support, Program Expansion, Teacher Training, and Student Support. The branch was also instrumental in obtaining funding for two new projects: the creation of a French teacher-training centre within Simon Fraser University and the organization of student exchanges with Quebec. Funding was also obtained to enable Simon Fraser University to continue its evaluations of Immersion and Cadre programs and to provide an oral testing instrument for use at the Grade 3 level.

In the area of teacher training and orientation, a number of inservice training sessions were conducted or funded by the branch. Teachers were introduced to the new French Language Arts (Français) series for Immersion programs and the new anthology of French literature for French 11 and 12 (French as a Second Language Program). To help districts find well-qualified French Immersion teachers, the branch held recruitment sessions for two days, which drew representatives from 19 districts and resulted in the hiring of approximately 50 teachers. In this regard too, a committee composed of Ministry, district administration, B.C.T.F., and university representatives was struck to investigate the feasibility of retraining teachers to serve in French Immersion programs. A report from this committee is due in December 1984.

In the provision of advisory and evaluation services, visits were made to many school districts in connection with French as a Second Language, Immersion, or Cadre programs. Particular attention was paid to funding, materials, and teaching strategies.

Correspondence Education Branch

The Correspondence Education Branch is, in reality, a very large school that every year provides services to some 15,000 clients. In addition to meeting the educational need of students in various parts of the Province, the branch enrols students who may be temporarily out of the Province. In fact, this large school could be said to have a worldwide catchment area, in that some 400 students in over 50 countries were served by the branch.

Working at a distance from their school can pose problems for correspondence students, particularly for older children who are expected by their parents to take more and more responsibility for their own work. Lack of direct supervision and absence of immediate feedback can lead to discouragement in all but the most highly

motivated students. The result can be a low student success rate. Conscious of this problem, the branch has taken a number of steps to remedy the situation over the past few years. These steps include instituting procedures to reduce the turnaround time for both initial application processing and the return of corrected student assignments, changing the format and content of courses to make them more interesting, and improving the quality of initial and ongoing counselling. These efforts have begun to pay dividends. During the past year, the branch processed a total of 143,340 corrected student assignments, up by 4.9 per cent over the previous year despite a 9.8 per cent decline in the enrolment during the same period.

Also during the year, some parts of the branch's operation were computerized. As the staff gains experience with this new facility, further improvements are expected in registration and mark-recording procedures. The data processing system also will allow branch staff to better identify and correct problem areas and to provide fuller and more frequent progress reports to students, parents, and school officials.

As a result of a pilot project initiated last year, the branch is expanding its services to small secondary schools. Under the plan, correspondence course materials are made available to these schools to assist in multi-programming situations — situations where more than one course is taught by a teacher in a single class. In addition to assisting teachers and students with particular courses, the project allows schools to increase the variety of courses available to students in these small schools.

Finally, the branch has been active in the course development area, with 11 new courses being prepared. Most of these new courses are in the business education field — an area that lends itself well to correspondence teaching, and one in which there is great demand from students in remote areas.

Division of Field Services

School district management is the major concern of the Division of Field Services. Through its three branches, Field Services, Program Effectiveness, and Schools Operations, this division maintains liaison between the Ministry and the Province's 75 school districts. It provides support services and feedback for school superintendents and secretary-treasurers, implements regional and provincial administrator-training projects, co-ordinates teacher and administrator assessment, analyses and reports on school district management staffing patterns, manages

the operating and capital grants that the Province gives to the districts, implements and co-ordinates data collection for the Financial Management System, reviews school district budgets, and manages elementary school assessment as well as secondary school accreditation. During 1983/84, the division was assigned major new tasks associated with school improvement, and a new branch, the Program Effectiveness Branch, was created. As well, the division continued to assist school districts with implementation of the new program budgeting/accounting system.

Field Services Branch

This branch serves as an important communication link between the Province's 75 school districts and the Ministry. Meetings between branch personnel and senior district administrators were held twice last year in each of the six regional zones. These meetings were supplemented by nine bulletins from the branch to the field. As well, members of the branch provided advice on administrative issues specific to individual districts. The branch organized an orientation session for newly appointed superintendents and secretary-treasurers in March 1984. This session provided the new administrators with an explanation of the relationship between school districts and the Ministry on a wide range of matters.

During the 1983/84 year, the branch also organized and carried out school audits in 60 public schools across British Columbia, a substantial increase from previous years. As well, through an arrangement with the Independent Schools section of the Ministry, a district superintendent attached to the Field Services Branch undertook approximately 100 inspections of teachers in independent schools. The Field Services Branch also administered a number of national and international student exchange programs on behalf of the Ministry.

In the area of school accreditation/school assessment, the Field Services Branch accredited 15 secondary schools during the 1983/84 school year. Accreditation normally is carried out at least once every six years for schools enrolling Grade 12 students: the completion of an internal assessment by a school's administration and staff is followed by a report prepared by a Ministry-organized, external team of superintendents, principals, and teachers. However, during this period of provincial restraint, the accreditation process has been decelerated and a number of postponements to the accreditation requirement have been granted. Elementary schools undergo a similar process of school assessment, but this takes place under the supervision and management of the local school districts.

Program Effectiveness Branch

The Program Effectiveness Branch was established during the 1983/84 school year to develop procedures for acknowledging outstanding performance and excellence in the school system and to support and assess field-initiated school improvement projects. The branch was given a mandate to carry out several specific tasks: developing profiles of effective schools in British Columbia; disseminating summaries of research into effective practices employed there; developing and offering intensive programs on leadership that promotes school excellence, the teacher as decision-maker, and supervision for professional growth. The mandate of the branch also includes developing a group of resource personnel that would be available to assist schools and districts, and identifying important educational or legal issues that could have an impact on the effectiveness of students, teachers, administrators, and school programs.

Schools Operations Branch

The Schools Operations Branch of the Field Services Division works with the Province's 75 school districts on a broad range of operational and management issues. More specifically, the branch reviews school district operating budgets and recommends amounts for provincial grants to school districts. The branch also arranges and monitors funding for capital programs in school districts.

During the 1983/84 school year, the branch provided a vital link between the Ministry and school districts during the implementation of the new Financial Management System and the new Program Accounting and Budgeting System. The preparation of the 1984 operating budgets was the first time that the Ministry and school districts used the new function and program structure. As well, the Schools Operations Branch implemented a data processing system to help the Ministry process school district budgets and provide management information to both school district and Ministry managers. At the same time, the Schools Operations Branch assisted in the development of a new Capital Budgeting and Funding System. Once fully implemented, the new system will significantly reduce the time required to establish funding authority.

Division of Special Education

The Division of Special Education, through its subsidiary branches (the Special Education Services Branch, the Hearing-Impaired and Speech Programs Branch, the Indian Education Branch, and the Special Education Administration Branch) is responsible for developing, implementing, and communicating policies and procedures on matters relating to the education of exceptional children. The division provides a variety of support services to school districts to assist them in the initiation, operation, and evaluation of a wide range of programs for special needs children.

In addition, the Division of Special Education is responsible for the approval and allocation of special education funds to school districts. This funding consists of amounts for programs whose costs are shared by school districts and the Ministry and of special grants that are funded totally by the Ministry or the Province. During 1983/84, through the new Financial Management System, over $203 million were allocated to school districts to support both the regular and special education programs for special needs students (see the chart following). In addition, $49 million were allocated to support elementary and secondary learning assistance programs.

Special Program Areas	Total Shared Special Education Funding Amounts Approved ($ millions)
Trainable Mentally Handicapped	$ 11.4
Severely/Profoundly Handicapped	2.8
Physically Handicapped	3.9
Visually Impaired	4.1
Hearing Impaired	5.9
Autistic	2.0
Severely Learning Disabled	15.2
Educable Mentally Handicapped	17.7
Severe Behavioral Problems	8.6
Rehabilitation	12.0
English as a Second Language	28.2
Indian Education	30.0
Gifted	20.8
Hospital	1.3
Homebound	3.1
Special Health Services	9.7
Identification/Assessment	4.9
School-Based Administration	12.8
Total	$194.4

Special Resource Programs	100% Provincial Funding Amounts ($ millions)
Refugee Grants	$ 2.12
Provincial-Regional Resource Programs	
Containment Centres (4)	.62
Regional Support Centres - LD (2)	.56
Hospital	1.61
Hearing Impaired	.41
Behavior	.89
Mentally Handicapped	1.66
Autistic	.18
Learning Disabled (Residential)	.37
	$ 8.42
Individual Student Placements	.80
Total	$ 9.22
Total Special Education (Function 3): Shared plus 100% Provincial Amounts	$203.62
Learning Assistance - Elementary (Function 1)	28.2
Learning Assistance - Secondary (Function 2)	20.8
	$ 49.0
Grand Total Funding (Approved and Allocated)	$252.62

During the 1983/84 school year there were approximately 124,000 students who were in special programs or who received special education services in some form. In addition to Learning Assistance teachers, a professional and support staff of 6,092 took part in the delivery of these programs and services.

The Special Education Division played a vital role in developing the special education funding component of the new Financial Management System -- a task that involved determining basic service levels for special education. In addition, the division completed a major revision of the Special Programs Manual of Policies, Procedures and Guidelines, a revised copy of which has been distributed to all districts and all schools. It also developed and distributed a resource manual on Evaluation of Special Programs to provide administrators of special education with a guide for comprehensively evaluating all special programs and services. The division also initiated a special committee consisting of representative school trustees, teachers, and school superintendents, as well as emissaries from the universities, the Ministry of Human Resources, the police, and the Ministry of Education to deal with child abuse issues. The work of this committee has led to updated policies and draft revisions to the inter-ministerial handbook on child abuse.

Once again the division pursued alternate methods of providing effective teacher and administrator inservice training in the area of special education by operating a series of successful summer institutes and continuing to work with the University of B.C. in the development and presentation of Knowledge Network courses in special education. The Special Education Division continued as well to assist the Curriculum Development Branch in the development of curriculum and teacher resource guides such as the new resource book on orientation and mobility for teachers of the visually impaired.

Regular inter-ministry discussions and co-operation continued with respect to the provision of auditory training equipment and school health services, the implementation of the new Young Offenders Act, the discussion of child abuse issues, and the community placement of handicapped children. With the assistance of the Ministry of Health (Division of Speech and Hearing), the Division of Special Education once again underwrote the costs to school districts of providing auditory training equipment and speech therapy programs. The Division of Special Education has also continued, in co-operation with the Corrections Branch of the Attorney-General's Ministry, to cover the costs to school districts of providing educational programs in Youth Containment Centres. Additionally, the Division of Special Education has begun to closely monitor the financial impact for the Ministry of Education of implementing the Young Offenders Act.

Special Education Services Branch

The Special Education Services Branch consists of a director and four provincial co-ordinators: one responsible for the Provincial Program for Learning Assistance/Learning Disabilities, one responsible for the Provincial Program of Enrichment and Gifted Education, one responsible for the Provincial Program for the Mentally and Physically Handicapped, and one responsible for the Provincial Program for the Visually Impaired. During 1983/84, the branch staff provided consultation to 54 school districts regarding students' programs and districts' services.

During the 1983/84 school year, the Provincial Program for Learning Assistance/Learning Disabilities provided special education funding to all school districts for learning assistance programs and to 63 districts for programs to benefit severely learning-disabled students. Support services, including inservice teacher training and program consultation, were provided to 25 school districts by the co-ordinator, who also continued to be actively involved on the Advisory Committee of the two Regional Educational Support Centres (in Kamloops and Chilliwack) for children with severe learning disabilities. Additional services provided by the co-ordinator included

* co-ordinating the first provincial Institute on Learning Disabilities;
* providing assistance in planning the Summer Institutes;
* making presentations to local Associations for Children with Learning Disabilities; and
* participating on the Advisory Committee for Adults with Learning Disabilities.

At the same time, the Provincial Program for Enrichment and Gifted Education initiated special education funding for the 75 B.C. school districts. The amount of this funding was based on what was needed to serve a maximum of 2 per cent of each school districts' pupil enrolment. As a consequence, funding for enrichment/gifted programs has increased by 19 per cent over what it was during the 1982/83 school year. In visits to 23 school districts, the co-ordinator provided assistance in gifted/enrichment policy interpretation, as well as consultation and inservice training for the development and implementation of new programs. In connection with new programs, a development of particular importance this year was the official Ministry recognition of the International Baccalaureate Program. The

number of school districts currently offering the International Baccalaureate program is six, with three districts beginning in 1985 and eight investigating the program's potential for implementation in 1986. Additional services provided by the co-ordinator included

* facilitating information-sharing through the establishment of a district contact network and newsletter;

* adjudicating talented young artists with the "Arts Umbrella";

* making presentations to the Gifted Childrens' Association of B.C. and the Council for Exceptional Children;

* participating in a congruency study examining the relationship between the International Baccalaureate Program and selected provincial courses; and

* assisting the UBC Field Development Office with the administration of Summer Seminars for Gifted Students (UBC Connect), which brought over 100 gifted Grade 10 and 11 students from all parts of B.C. to UBC for five days of seminars given by UBC professors.

During the 1983/84 school year, the Provincial Program for Mentally and Physically Handicapped Children provided special education funding to 70 school districts for programs to serve mildly mentally handicapped students, to 65 districts for moderately mentally handicapped students' programs, to 39 districts for severely mentally handicapped students' programs, to 50 districts for physically handicapped students' programs, and to 37 districts for autistic students' programs. It should be noted that in all disability areas there has been a slight increase in funding support over what was provided during the 1982/83 school year. In visits to 22 districts, the co-ordinator concentrated on providing inservice training and consultation on the integration of handicapped students into regular and special education programs and settings. The co-ordinator also worked in conjunction with the Curriculum Development Branch and educators from the field to develop a curriculum resource manual for mentally handicapped students, the Special Education Core Curriculum Supplement. Additional services provided by the co-ordinator included

* assisting with the implementation of the Special Education Core Curriculum Supplement;

* working with the Provincial Educational Media Centre to develop a nine-minute video, "Room 115," dealing with the inclusion of mentally handicapped adolescents into a secondary school setting;

* working with UBC and B.C. Mentally Handicapped Persons to develop a video on individual education plans;

* participating on the B.C.I.T. Advisory Committee of the Psychology Nursing Program; and

* assisting in planning the Summer Institutes.

For the Provincial Program for the Visually Impaired, 1983/84 was also a year of new developments. During the year, the program provided support to 453 visually impaired students who receive specialized instruction within B.C. public schools. New guidelines were established to help school districts provide orientation and mobility instruction, and grants from the Ministry enabled school district specialist teachers to obtain training in this area. The guidelines were supplemented by the work of two Summer Institutes (1983 and 1984) on orientation and mobility that were offered by the University of British Columbia in conjunction with the Ministry of Education. At the same time, co-operation between the Ministry's Curriculum Development Branch and the Division of Special Education resulted in the development of a resource book on the subject, Orientation and Mobility for the Visually Impaired. Two other resource books developed on the same co-operative basis, The Visually Impaired Student in the Regular Classroom and Physical Education for the Visually Impaired, will be available for distribution during the fall of 1984. During 1983/84, the Visually Impaired Program section also assisted in the adjudication of special procedures for visually impaired students taking Provincial and Scholarship Examinations in June, and provided braille services for students who required them. As well, continued support was given to deaf-blind children enrolled at the W. Ross MacDonald School, Brantford, Ontario. Support services, including inservice training and program consultation, were provided to 26 school districts by the provincial co-ordinator. Additional services provided by the co-ordinator included

* assuming responsibility for the operation of the Provincial Resource Centre for the Visually Impaired;

* preparing a policies and guidelines report, "Services for Deaf-Blind Children"; and

* assisting in planning the Summer Institutes.

The Provincial Resource Centre for the Visually Impaired (PRCVI) continued to serve 200 visually impaired students in British Columbia through the loan of special format materials, 4,500 of which were added to the existing collection this year. The acquisition of specialized equipment and the use of advanced technology in the production of audio-tapes and electronic reading aids have helped these students. An example of the Resource Centre's efforts in this area was the production of the first computerized braille textbook in October 1983. For post-secondary visually impaired students, 50 college loans were provided in the first half of the year, and the Centre's entire collection of master tapes for post-secondary titles was turned over to the library of Vancouver Community College, set up especially to serve post-secondary students. At the same time, over 200 other visually impaired students were provided with services by the Resource Centre. As of December 7, 1983, these students had access to the tape collections on a cost-recovery basis.

The PRCVI liaison with other provincial agencies was maintained through interlibrary loans of braille and tape books. At the same time, though, with 12 other major Canadian repositories of special format materials, the PRCVI became a contributory member of CAN-WHIP, the new Canadian registry of works-in-progress set up by the National Library of Canada in Ottawa. Use of this registry will henceforth eliminate unnecessary duplication of production efforts.

Hearing-Impaired and Speech Programs Branch

During the 1983/84 school year, the director and co-ordinator of the Hearing-Impaired and Special Programs Branch made visits to 39 school districts to review programs for hearing-impaired students and students with speech problems. Staff consulted with district personnel to assist in planning program changes that would ensure students were being well served. Meanwhile, the Provincial Education Review Committee for the Hearing-Impaired accepted 45 student referrals from school districts and made recommendations on appropriate programs for these students. In addition, the committee conducted follow-up reviews on 44 students to ensure that previous recommendations had proved suitable.

In co-operation with the Ministry of Health's Speech and Hearing Division, the branch purchased 98 FM hearing-aid system components for loan to school districts. These will be used by individual students who are in special classes or fully integrated into regular classes to assist them in following classroom instructions. The aids, while

remaining the property of the Ministry, will be maintained and serviced by the Speech and Hearing Division of the Ministry of Health.

The need for pre-school services for young hearing-impaired children continued to increase throughout the 1983/84 school year. Accordingly, supplementary funding to provide the special services of a teacher of the hearing impaired was made available to 16 societies offering services to 78 severely or profoundly deaf children under the age of five.

In addition, the branch's Resource Centre provided materials to teachers of the hearing impaired and to speech and language pathologists, thus filling a total of 1,002 requests from September 1983 to the end of June 1984. A number of new acquisitions were added, and the Centre's catalogue was updated and put on microcomputer.

In February of 1983, the branch co-sponsored with the Association of Canadian Educators of the Hearing Impaired a two-day workshop for teachers of the hearing impaired. The primary focus of the conference was on language development for hearing-impaired students. By means of the workshop, the Ministry helped provide inservice training for this group of teachers, for whom few specialized upgrading opportunities are available.

Jericho Hill School for the Deaf

For the 1983/84 school year, Jericho Hill School for the Deaf enrolled a total of 140 students ranging in age from five to nineteen years. Of those students, 46 came from areas outside the Lower Mainland and were residents at the school. Twenty-one students attended the off-campus program at Kitsilano Secondary school, and four primary students and their teacher were integrated, full-time, into a Grade 2 class at Trafalgar Elementary School.

Academic programming continued for those students interested in writing college entrance examinations and for all primary and intermediate students. Pre-vocational programs in Business Education and Industrial Cooking were introduced for students hoping to move directly into the work force or pursue further education at community colleges. Emphasis in all programs was placed on the development of language and of effective communication skills.

In addition to the education program, recreational activities and community-oriented life skills were provided for residential students.

Health services were provided through a contract with the Vancouver Health Department. Those services include continuing medical supervision, psychological services, speech therapy, physiotherapy, and dental hygiene. Audiological services were provided by the Ministry of Health.

Twenty-one students graduated in June of 1984, nine of whom were accepted by Gallaudet College. Several students moved on to community college programs and others moved directly into the work force.

Indian Education Branch

The Indian Education Branch is concerned with all aspects of Indian students' education within the Province's school districts. In 1983/84, through 51 participating school districts, the branch was involved in preventative and alternative programs, native language and culture programs, and the engagement of native para-professional workers in a variety of areas. A major feature of these programs was consultation and co-operation between the branch and the native Indian community.

In 1983/84, the branch supported an increasing number of native language and cultural study programs aimed at all students in the Province's schools: 17 different native languages were offered in the schools of 19 school districts, and virtually every major cultural-linguistic area of the Province was covered in the programs.

An advisory council on Indian education continued to function and advise the branch on policy and programs in Indian education. The branch also maintained liaison with the B.C. Regional Forum, the Department of Indian Affairs, and the office of the Secretary of State.

In the area of learning resource development, the branch was pleased to publish Successes in Indian Education, which was particularly well received by the Indian community. The branch continued to maintain a modest and well-used library of locally developed curriculum materials for Indian education. These resources are made available to school districts and Indian organizations throughout the Province.

Teacher Services Branch

The main responsibilities of the Teacher Services Branch include the certification and decertification of teachers; the administration of teacher appeals of suspension, dismissal, termination, or transfer; and

the promotion and co-ordination of national and international teacher exchange programs. The Director of the branch also represents the Ministry on the Teachers' Pension Board.

During the 1983/84 school year, evaluation staff responded to approximately 27,000 certification inquiries and issued 2,740 teaching certificates and 114 Letters of Permission. In the same reporting period, 9 teaching certificates were cancelled for cause, under the provisions of Section 15(g) of the School Act.

The teacher records and services section continued to modernize the branch filing system. The conversion of hard-copy files to microfiche was completed in 1982. With the acquisition of microcomputer technology in 1984, the branch has assumed full responsibility for programming the comfiche index. Access to the STATS system now also enables the Teacher Services Branch to initiate further studies into teacher supply and demand patterns. A program to computerize the teacher records system is scheduled to commence during the 1984/85 school year.

In carrying out its appellate function, the branch established five Boards of Reference to review teacher appeals of suspension or dismissal, two Review Commissions to examine a termination appeal, and five Transfer Review Committees. The development of a policy manual for the administration of Boards of Reference, Review Commissions, and Transfer Review Committees has ensured a more efficient disposition of appeals.

National and international teacher exchange programs represent a very popular professional development activity for the Province's teachers. During 1983/84, 404 teachers made application to participate in exchange programs. Of this total, 24 were placed in exchange assignments in the United Kingdom, 43 in the six states of Australia, 1 in Sweden, 1 in West Germany, 5 in the United States, 6 in Ontario, and 7 in the Maritime provinces, for a total of 87 matched candidates. It is anticipated that New Zealand postings will be added to the list of exchange opportunities for 1985/86.

Division of Schools Facilities

This division is responsible for processing the capital budgets for the Province's 75 school districts — budgets that cover the facilities, equipment, and transportation requirements of the provincial school system. During the 1983/84 fiscal period, the division processed

Ministry-approved funds for 320 capital projects. The following summary lists the capital expenditures for this period.

Sites	$ 3,231,370
Buildings	45,882,869
Equipment and buses	6,824,346
Fees and contingencies	6,532,650
TOTAL	$62,471,235

In addition, a total of $39.57 million was approved for school district pupil transportation requirements.

A computerized capital budget information system was developed and implemented during 1983/84. This system enables school districts to use provincial short-term funding through the Ministry of Finance for approved capital expenditures.

Enrolment forecasts indicate that there will be a continuing need for new facilities and a need to upgrade aging facilities, with emphasis on adaptation of physical plants to meet present-day and future program requirements. The expected continuation of fiscal restraint will require the division to engage in careful planning and budgeting to achieve maximum results with limited capital resources.

Independent Schools

During the 1983/84 school year, 150 schools with 24,280 students (approximately 5 per cent of the Province's total school enrolment) qualified for support under the terms of the School Support (Independent) Act. This was an increase of 20 schools (15.4 per cent) and 1,804 students (8.03 per cent) over the previous year's figures. Of the 150 schools, 131 qualified for Group 2 grants, averaging $971 per student (i.e., 30 per cent of the average "per student" operating cost incurred the previous year by the public school districts where the independent schools are located). Eleven schools qualified for Group 1 grants, averaging $301 per student (i.e., 9 per cent of the average public school "per student" operating cost for the previous year). Eight schools qualified for Group 2 grants for their elementary divisions and Group 1 grants for their secondary divisions. The following chart shows the different types of independent schools among the 150 that qualified for support.

Grant-Aided Independent Schools in British Columbia

School Grouping	Number of Schools
Roman Catholic	67
Protestant	51
Independent Schools Association[1]	10
Montessori[2]	7
Special Education[3]	4
Hebrew	2
Other[4]	9
	150

1 These are schools with cultural affinities to British boarding schools. In B.C. they are both boarding and day schools, emphasizing academic, sports, and fine arts programs.

2 Most have programs at the Kindergarten and pre-school levels only, but two have programs extending into primary and intermediate grades.

3 These cater to children suffering various learning handicaps (e.g., dyslexia, hearing impairment).

4 These include schools with a particular philosophic or cultural orientation (e.g., Waldorf, native Indian).

The total grants approved, payable in the 1984/85 school year, amounted to $23,056,425 (approximately 1.5 per cent of the total operating cost of the public schools). This was an increase of $2,100,478 (10.02 per cent) over the previous year's total grant figure. Most of the increase, 8.03 per cent, was due to the increase in the number of qualifying students, while the remaining 1.99 per cent of the increase was due to a modest increase in public school "per student" operating costs in those districts where the independent schools were located.

During 1983/84, a provincial examination program for Grade 12 academic subjects was re-established after an eleven-year lapse. Participation of Group 2 independent schools, along with public schools, was compulsory. Results from these examinations, as well as from the Provincial Reading Assessments made at the Grade 4, 7, and 10 levels in May, showed that Group 2 independent school student achievement in the areas tested compared favorably with the provincial averages.

Educational Finance Department

The Educational Finance Department is responsible for overseeing the Ministry's financial affairs — updating the Ministry's funding system for schools, analysing school district budgets, supervising Ministry branch expenditure levels, and representing the Ministry's financial interests in negotiations with educational agencies and other levels of government. During 1983/84, the department continued to address the difficult problems of adjusting budgets to accomplish the government's restraint objectives. Organized approaches to many restraint-related issues were developed and implemented. At the end of the report period, the evaluation of these organized systems was under way. The three arms of the department, the Division of Educational Finance Research and Economic Analysis, the Division of the Ministry Comptroller, and the Division of Budget Development and Analysis all co-operated in carrying out this task.

Division of Educational Finance Research and Economic Analysis

This division provides the Ministry with information related to property taxation and school finance. In addition, it provides analyses of the economic and financial impacts of various management and funding policy options.

In 1983/84, the unit developed a modification of the school tax system designed to ensure more equitable distribution of the school taxation burden across the Province. The division continued as well to examine methods whereby growth in property taxation for school purposes can be brought under control. In 1983/84, the division produced a series of simulations showing the probable financial effects and possible modifications of service levels associated with various property taxes.

The Division of Educational Finance Research and Economic Analysis also collaborated with the Division of Field Services and the Division of Schools Facilities (Schools Department) in order to produce the Fiscal Framework system. The division also continued to monitor developments in school finance throughout Canada, the United States, and the United Kingdom, with a view to selecting the most desirable features from these systems and simulating the effect of their inclusion in British Columbia's finance formula.

The Financial Management Systems Services Branch was attached to the Division of Educational Finance on April 1, 1983. During the past year, the branch conducted the Capital Project, collaborating with the Schools Facilities Division and the Post-Secondary Facilities

Branch in the development of a revised and simplified approach to the budgeting and monitoring of capital projects.

Division of the Ministry Comptroller

The Division of the Ministry Comptroller is responsible for the development and maintenance of effective internal financial reporting and control systems, and has a particular responsibility to provide managers of all responsibility centres with monthly financial management reports to help them manage current operations and plan for the future. In this connection, the division began planning for a new automated accounting system to significantly improve the timeliness and quality of financial information available to managers. As an interim measure, the current system was modified to provide more complete commitment accounting information.

The division maintains liaison with various branches of the Ministry of Finance, including the Comptroller General's Office, and with Treasury Board staff regarding matters of finance and financial administration. In addition, the division is responsible for liaison with the Auditor General's Branch regarding expenditure audits.

Internal Audit Branch

During the 1983/84 year, the Internal Audit Branch completed major audits of three Ministry branches, plus pupil transportation audits in 17 school districts. Also, the branch completed a number of special investigations and was required to provide operational assistance to both the Schools and Post-Secondary Departments.

Division of Budget Development and Analysis

The Ministry's Division of Budget Development and Analysis develops, monitors, and analyses the Ministry's annual budget. The division also maintains liaison with Treasury Board, the Office of the Comptroller, and other government agencies on all Ministry budget matters.

The first of the following tables provides an overview of the growth in educational estimates for the last five years. The second, two-page table provides information on educational allocations and sources of funding for 1983/84.

Estimated Expenditures

(in $ millions)

	1979/80	1980/81	1981/82	1982/83	1983/84
Net Provincial Support to Education	877.6	1,013.4	1,172.4	1,275.9+	1,274.5
Schools (Calendar Year)					
Operating	1,035.6	1,153.6	1,369.4	1,624.9	1,603.8
Capital	115.4	126.6	144.3	167.6	185.8
Total	1,151.0	1,280.2	1,513.7	1,792.5	1,789.6
Colleges and Institutes					
Operating	199.7	229.6	273.6	305.9	314.7
Capital	19.8	26.8	38.9	55.0	43.7
Total	219.5	256.4	312.5	360.9	358.4

Sources: Ministry of Education Estimates Book; 1982/83; 1983/84

+A further $54.9 million was available within the Employment Development Account (see Schedule B, Provincial Estimates, 1982/83). This amount is not voted within the Ministry Estimates.

Educational Allocations and

Sources of Funding		in $ millions
School Districts		
Provincial Grants to Schools		$ 626.9
Provincial Homeowner Grant		258.0
Property Taxation		
Residential (net of Homeowner Grant)		165.8
Non-Residential		647.6
Miscellaneous Grants and Revenue Sources		91.3
	Subtotal	$ 1,789.6
Colleges and Institutes		
Provincial Grants		
to Operating		263.0
to Capital		43.7
Tuition Fees		34.2
Miscellaneous Revenues		8.9
	Subtotal	$ 349.8
Grants from the Federal Government		$ 63.2
Recoveries for Public School Operations		2.4
Recoveries from other Provincial Ministries and Agencies		39.1
Provincial General Revenue Fund		345.1
	Subtotal	$ 449.8
	Total	$ 2,589.2

Sources: 1983 School District Composite Budget (Comparative & Analytical Data);
Ministry of Education Estimates Book, 1983/84;
B.C. Assessment Authority

Sources of Funding — 1983/84

Gross Allocations		in $ millions
School Districts		
Operating		$ 1,573.6
Capital		169.1
Non-Shareable Accounts:		
- Operating	$30.2	
- Capital	16.7	46.9
	Subtotal	$ 1,789.6
Colleges and Institutes		
Operating		306.1
Capital		43.7
	Subtotal	$ 349.8
Homeowner Grants		258.0
Teachers' Pension Fund		108.0
Student Aid Programs		5.3
Other Support Expenditures		78.5
	Subtotal	$ 449.8
	Total	$ 2,589.2

Budget Development Branch

The Budget Development Branch is responsible for assisting budget unit managers in dealing with budget problems related to cash flow, fund reallocation, budget unit spending, and program funding.

Program Analysis Branch

The Program Analysis Branch provides for the annual program and expenditure management reviews conducted by the Executive Financial Officer with the senior managers of the Ministry. During the 1983/84 year, 26 such reviews took place.

Management Operations Department

Leadership and direction in the areas of legislation and policy development, systems development, and personnel administration, as well as the acquisition and distribution of educational media materials and textbooks are the particular charges of the Management Operations Department. These functions are discharged through two divisions (Policy and Legislative Services, and Data and Office Technology Services) as well as through three discrete branches whose work is directly overseen by the Management Operations Department (Provincial Educational Media Centre, Publication Services, and Personnel Services). The department is also responsible for administering the Ministry Library. In carrying out its tasks, the department maintains liaison with several central agencies of government: the Government Employee Relations Bureau, the Public Service Commission, the B.C. Systems Corporation, and the B.C. Buildings Corporation.

During 1983/84, the Print Services Branch and the production arm of the Provincial Educational Media Centre were closed as part of the government's downsizing program. These functions are currently performed by the Queen's Printer and private enterprise. In addition, the department managed staff reductions elsewhere within the Ministry and oversaw the transfer to Victoria of personnel who had previously been working in Richmond. Since the transferred staff could be located in the Ministry's existing Victoria facilities, the closing of all Richmond offices except those of the Provincial Educational Media Centre enabled the Ministry to realize significant economies.

Also during 1983/84, the Management Operations Department prepared significant legislation and continued to administer the introduction of computer and office technology. Of particular importance in this connection was the implementation of the government's Records Management Project by the Ministry. This project, which is being piloted by the Ministry of Education, will lead to the creation of an efficient records system that will add to Ministry productivity.

Personnel Services Branch

During 1983/84, the Personnel Services Branch provided a range of counselling and related services to employees affected by necessary staff reductions, the closure of Ministry offices and facilities at Richmond, and the relocation of certain personnel. The branch also participated in Ministry contingency planning and administration, including management staff deployments for the maintenance of

essential government services during the strike by bargaining unit employees from November 1 to November 13, 1983.

Internal systems development was continued in the areas of manpower planning and staff training: a Full Time Equivalent (F.T.E.) staffing projection and monitoring system was established and implemented. The branch continued to work closely with the Ministry Women's Program Committee in activities directed toward enhancing opportunities for career development and advancement for female employees.

Provincial Educational Media Centre

The year 1983/84 saw continued growth in PEMC's distribution of media services to the post-secondary institutions. The unit also received approvals to distribute media materials to other government ministries and to agencies outside of the Province. PEMC film and video productions will now be marketed to educational institutions throughout Canada and the United States.

In support of primary and secondary education throughout the Province, PEMC continued to work with the Curriculum Development Branch, acquiring media materials and producing the media resource guides for primary Social Studies, English 11/12, Writing 11, and Junior Secondary Science. However, May 1984 saw the end of the long-standing School Broadcast agreement with CBC. With the loss of this broadcast time, PEMC will explore other distribution systems, including broadcast on KNOW.

Acquisition of video materials to support the post-secondary TRAC program continued to be a priority: titles were purchased for the revised Common Core, as well as for the Carpentry/Joinery, Millwright, and Mechanical specialties. PEMC also provided evaluation, acquisition, and distribution services to the Telecourse Acquisition Committee to help identify and purchase telecourse materials for broadcast on KNOW. Four telecourses were evaluated and licensed for the Fall '84 term.

The year was a busy one for PEMC's production centre. In a project managed by the Council of Ministers of Education, PEMC produced three television programs in a 24-part Canadian literature series. As a result of this involvement, B.C. will receive distribution rights to all 24 programs. Another PEMC production, on the work of B.C. artist Sam Black, won the prestigious "Best of Show" award at the annual Association for Media and Technology in Education in Canada (AMTEC) conference. As well, a five-part series of elementary social studies

programs entitled "This is my Home" was completed and made available to schools.

PEMC's microcomputer services to the educational system continued to expand. New titles were added to the microware collection, and an increased number of diskettes were sold to schools and colleges. PEMC's publication, Evaluations: Microware, continued to provide teachers with evaluations of the quality of commercially available microcomputer software. The publication is now offered on a subscription basis to educators outside of the Province.

In the area of video duplication, 1983/84 marked another milestone for the unit. While producing over 27,000 video copies of programs in 1983/84, PEMC made the 200,000th copy since the video duplication centre was set up in the mid 1970s.

Publication Services Branch

This year, as in the past, Publication Services has supplied all the textbook needs of British Columbia's public and independent schools. Most of the new classroom materials required by teachers and students were shipped to arrive before school opening, with virtually no late deliveries. Altogether, the value of textbooks, curriculum guides, audio-visual tapes, vocational education materials, and correspondence education materials shipped during 1983/84 was about $11.5 million, while the combined weight of these materials was approximately 2 million kg (over 4 million pounds).

This year, to help hold down the costs of education, the branch expanded a cost-saving rebinding policy, under which each school district was asked to spend a 4 per cent minimum amount of the value of its orders on repairing existing textbooks, rather than buying new replacements. Approximately 110,000 textbooks were repaired by provincial rebindery agencies, resulting in a saving of over $1.4 million when compared to the costs of buying new. Also, the branch has proven the cost-effectiveness of "prebinding" a selection of paperback novels into a hardcover format before shipping to schools. The results of tests over the last two years indicate that there is a 300 per cent cost saving over the life of the hardcover editions when the costs of prebinding are compared to the costs of using ordinary softcover editions. An added bonus is that teachers and students much prefer the hardcover editions.

The branch has also been able to have a greater number of new textbooks "made in B.C.," instead of out-of-province, utilizing new

paper stock from MacMillan-Bloedel. This has injected several million extra dollars into the provincial economy, specifically in the paper, printing, and binding sectors.

As part of its distribution service, the branch also collated and shipped some 25,000 correspondence courses to 20,000 students during 1983/84. These were sent to isolated areas of the Province, to small rural schools, and overseas. As well, $125,000 worth of books were distributed under the School Library Book Purchase Plan, which ensures that a variety of trade books written and published in British Columbia are received by every school library.

Finally, to ensure a speedier and more efficient distribution of materials, Publication Services used a new, state-of-the-art computer system with six terminals, which also allowed the staff to give instant answers to questions regarding accounts, back orders, shipping dates, etc. To ensure that materials required by schools were fairly and equitably distributed, the branch continued to manage the Credit Allocation Plan, the provincial cost-accounting program for learning materials distribution.

Division of Policy and Legislative Services

The year 1983/84 saw numerous changes in education legislation. First and foremost were the changes contained in Bill 27, the Education Statutes (Fiscal Year) Amendment Act, which amended both the School Act and the Education (Interim) Finance Act with respect to the definition of a school district fiscal year. Formerly the same as the calendar year, the fiscal year was changed to run from July 1 to June 30, so it would coincide with the school instructional year. This change required phased-in, consequential legislative changes related to school district budget reporting and teacher salary bargaining timelines.

In addition, there were a number of consequential amendments to the School Act, the School Support (Independent) Act, the College and Institute Act, and the Institute of Technology Act, which occurred as a result of 1983 amendments to the Regulations Act. These 1983 Regulations Act amendments substituted a keyword test, using the keywords "prescribed" or "regulation" to indicate which orders in council must be published as regulations. The legislation was changed in order to reflect this distinction. There were also several amendments made to the Prescribed Materials Regulation, and many new administrative orders in council were issued.

As a result of the numerous changes to legislation, updating the Manual of School Law and the Manual of Post-Secondary Law has occupied more of the division's time this year. These manuals are the most up-to-date authorities on education legislation that exist and their currency is essential. As part of the updating, work was begun this year that would link the legal opinions, judicial decisions, legislation, and policies by topic.

During the course of the year, the division was asked to prepare special comparative reports on specific legislation in different provinces. Reports on other specialized topics such as the proposed amendments to the Federal-Provincial Fiscal Arrangements and Established Programs Financing Act, 1977 and the Young Offenders Act were also requested. The division continued to be involved with the revision of the School Act, answering queries from the Ministry and the field.

Other analytical and research projects dealt with topics such as local taxation, the admission of foreign students to schools and post-secondary institutions, and the compilation of intergovernmental agreements (federal-provincial, interprovincial, and international). Comparative research was undertaken as well on subjects such as the Charter of Rights and Freedoms and administrative salaries. To ascertain provincial trends, research on the subject of collective bargaining in all colleges and institutes within British Columbia was completed and analysed. The Digest of Legislation: Post-Secondary Collective Bargaining and the Comparative Summary of Post-Secondary Collective Agreements are direct results of a continuing effort to monitor collective bargaining at both the schools and post-secondary levels.

As in previous years, the division administered the appointment of conciliators and arbitrators for school district/teacher salary bargaining and monitored the outcomes of the process. This involved advising those in the field as to the import of relevant, non-education legislation such as the Public Sector Restraint Act and the Compensation Stabilization Act. The Ministry was pleased this year to be able to employ the services of mediators from the Ministry of Labour to serve as conciliators in some areas. Keeping track of agreements reviewed under the Compensation Stablization Program and layoff agreements approved for exemption from the Public Sector Restraint Act continued to involve the division throughout the year.

During 1983/84, policy services undertaken the previous year, such as the consolidation of policy information in support of Ministry and school district decision-making, were processed electronically for rapid indexing, cataloguing, and retrieval.

Division of Data and Office Technology Services

The task of the Division of Data and Office Technology Services is to help the Ministry implement systems that will provide productivity increases through the use of automated tools. One way in which this division promotes the efficient and effective use of the automated technologies is by participating as a member of the Data Resource Management Committees. The work of these committees attests to the importance of data as one of our most critical resources.

During 1983/84, microcomputer systems for summarizing, manipulating, and reporting school district budgets was developed by Data and Office Technology staff. By reducing the time taken to produce the summaries, the system allows Ministry executives to concentrate more effort on the task of ensuring the budgets meet all the demands being placed on the educational system.

Also in 1983/84, this division called for tenders from the private sector for development of three major computer software systems: a grade recording and reporting system for the Correspondence Branch, an inventory control and accounting system for the Provincial Educational Media Centre, and an accounting system to maintain the financial records of students receiving funds under the B.C. Student Loan program and calculate loan interest.

The Capital Cost Sharing program, which helps school districts acquire administrative computer systems, was continued. A total of 48 school districts have now obtained an in-house computer system through this program.

Data Services Branch

The Data Services Branch of the Division of Data and Office Technology Services provides technical support and ongoing systems maintenance for computer systems within the Ministry. As computer technology affects more branches in the Ministry, demands are increasing for technical assistance of this nature for both microcomputer and mainframe computer applications. The branch also provides statistical and analytical support to Ministry personnel, helping them transform data into a management resource.

The most critical priority of 1983/84 was the production of timely and critical data to meet the Ministry's need for information related to the new School District Budgeting system. This required changes to the STATS (School, Teachers, and Timetable System), including new

forms, new instructions, new data entry programs, and computer system modifications.

The management of data entry services is a major aspect of the branch's data processing role. In 1983/84, this branch assumed responsibility for all data entry support to ensure continued and effective operation of Ministry computer systems. Utilizing a Northern Telecom 585, ten data entry terminals provided for on-line input and editing of data with batch transmission to a master file on the B.C. System Corporation's host computer. More than 100,000 forms were processed in 1983/84, requiring an estimated 7,500 hours of keying.

Finally, of the services provided by the Data Services, the analysis and dissemination of statistical information is one of the most important. This service includes the production of statistical tables, reports, bulletins, and booklets. Over 440 requests involving statistical information were responded to in 1983/84, with 213 of these — usually those requiring the most detailed analysis — coming from within the Ministry. A total of 231 requests from school districts, colleges, and the public were also handled. Of particular importance was the increasing focus on managerial, policy, and finance-related issues and on the application of analytical and forecasting techniques through the extensive use of microcomputers.

Ministry Library

During 1983/84, the Education Library examined and realigned its services to help meet the Ministry's goal of budgetary and staff restraint. Providing an effective library service while making efficient use of government resources became the main objective of the Library.

As part of the realignment, the automation of many internal operations was begun to improve the existing staff's capacity to handle the workload and to incorporate new technologies designed to reduce costs. The collection was strengthened in key areas important to Ministry researchers and decision-makers, and a number of desirable, but not essential, services were dropped. As well, electronic mail and computerized reference services were used extensively during the year to increase the flow of information and research material from universities and large data-base suppliers.

During this period of assessment and realignment, Library use among all Ministry research staff members continued to increase.

Post-Secondary Department

The Post-Secondary Department oversees the administration of the 20 colleges and institutes of the Province. There are two divisions to the Department — Management Services and Program Services. The following branches fall within the Division of Management Services: Policy and Planning, Institutional Support Services, Post-Secondary Operations, and Post-Secondary Facilities. The following branches fall within the Division of Program Services: Continuing Education, Vocational Programs, Academic/Technical Programs, Trades and Industrial Training, and Curriculum Development.

Division of Management Services

This division continues to be responsible for planning and allocating capital and operating budgets to the Province's colleges and institutes as well as for managing student aid programs. Also, the division takes an active role in long-range planning, policy development, foreign student policy co-ordination, and WCB and general insurance policy monitoring for all institutions.

Policy and Planning Branch

The 1983/84 year saw the development, approval-in-principle, and implementation of integrated five-year plans for B.C. colleges and institutes (covering the 1983-88 period). As part of this process, there was an increasing incorporation of planning work into departmental operations: following approval of the initial plans, guidelines were developed for use by institutions during formulation of their annual plan update for 1985/86. The guidelines established procedures that formally linked the annual cycle of educational program profiles with the five-year operating and capital budget allocation plans. In addition, the guidelines promoted the concept that each institution's evaluation of successes and failures be made on the basis of the goals and objectives established in its plan. The carrying out of the institutional evaluations represented the completion of the first annual cycle of the ongoing, integrated planning process.

The year also saw the formation of joint planning committees involving institutional and Ministry personnel. As part of their planning work, these committees researched and analysed major socio-economic factors that will influence the future delivery of post-secondary services in the Province.

Overall, the year can be viewed as one in which the five-year planning process was increasingly accepted and endorsed by the

administrators of the Province's colleges and institutes. It is now generally recognized that this process meets the need for integrated short and medium-term planning during the present period of fiscal restraint and economic renewal.

Institutional Support Services Branch

A number of major projects were initiated or completed by the Institutional Support Services Branch in 1983/84. In February, the Minister announced a major change in the Province's student aid program, which as of April 1, 1984 began providing student aid in the form of a loan rather than an outright grant. Four new staff members were hired to administer this new activity. These staff members worked closely with personnel from the Ministry of Finance, the Ministry of the Attorney-General, and the various financial institutions to develop and implement the loan program in a very short time period.

A second major project of the branch was to assist in the development and implementation of formula funding for the college and institute system. The formula, which was the work of a committee made up of Ministry personnel and representatives from the institutions, draws a direct link between the allocation of provincial funds and approved enrolment levels for the first time. Numerous principals and institutional staff members contributed to the committee's work, and the formula consequently enjoys widespread support within the system. The 1984/85 college and institute allocations were developed on the basis of the formula and work has already begun on further formula refinements as well as on an Enrolment Reporting and Auditing Manual for the colleges and institutes.

Post-Secondary Operations Branch

During 1983/84, the Post-Secondary Operations Branch concluded arrangements with federal officials to improve cash flow to the Province for $58.5 million worth of vocational training purchased by Canada Immigration & Employment. Early collection on federal training purchases assisted the Province's Treasury officials by enabling them to reduce interest payments for short-term operating borrowings. The branch also administered the collection and capital expenditure of $13 million provided by the federal Skills Growth Fund under contracts covering six B.C. institutions.

At the same time, the branch participated in completing the colleges and institutes' Enrolment Reporting and Auditing Manual in preparation for the introduction of formula funding in the 1984/85 fiscal year. Branch personnel, with assistance from Internal Audit Branch personnel, also completed operational audits on capital projects at four institutions.

Post-Secondary Facilities Branch

The year 1983/84 saw the completion of a number of major projects: the campus in New Westminster for Douglas College, the Fire Training Site at Maple Ridge for the Pacific Marine Training Institute, the King Edward Campus for Vancouver Community College, the Abbotsford Campus for Fraser Valley College, the addition to the Interurban Campus for Camosun College, and the Dawson Creek Campus for Northern Lights College. As well, several new initiatives were launched as part of the Skills Growth Projects, realized in co-operation with the Federal government. Construction was undertaken at the College of New Caledonia, Kwantlen College, North Island College, B.C.I.T., P.V.I., and Vancouver Community College.

In all, nearly $2 million worth of renovation and public works projects were funded throughout the Province. Moreover, since a number of buildings in the system have now seen many years of service, a survey of long-term maintenance needs was implemented.

Division of Program Services

The year 1983/84 was one of dramatic change, not just in the division's organizational structure, but also in the fields of post-secondary education that the division serves — fields in which the colleges and institutes are struggling to keep abreast of technological change.

The organizational changes centred on the transfer of the division's Richmond operations to Victoria. This consolidation provided a new dynamism for Program Services in that liaison between its various parts was greatly streamlined. At the same time, responsibility for Continuing Education was brought within the jurisdiction of the division, a move that materially enhanced its stature and educational breadth.

Attempting to maintain instructional programs that meet the needs of industries functioning at the leading edge of technology has proven

to be a staggering challenge to the colleges and institutes. Aiding the cause were the many Skills Growth Fund disbursements, which made almost $13 million available to the institutions for capital acquisition. As a result, new programming was established in the fields of Cad/Cam, Robotics, Computer Numeric Controlled Machine Techniques, Advanced Electronics, Process Control, Instrumentation, and Micro-electronics.

Academic/Technical Programs Branch

During 1983/84, many post-secondary institutions made the move to C.A.I. (computer-aided instruction), which involves the use of microcomputers. The Academic/Technical Programs Branch took account of this development as it oversaw the expansion of "Skills Growth" programs and worked with college and institute personnel to develop, implement, and consolidate a number of other advanced technology programs (e.g., the Cold Climate Greenhouse Technology Program at Malaspina College in Nanaimo).

In the area of Business Diploma programs, a major step was made through the co-operation of all institutions in adopting a first year core of courses. In addition, a review and restructuring of office administration and word processing programs was begun.

In the Fine Arts fields, the closure of David Thompson University Centre led to some reduction in offerings available in the Province, but this was offset in large part by the reinstitution of the Diploma Theatre program at Douglas College and the successful introduction of the Emily Carr College of Art and Design "Outreach" program, which provided a First Year Foundation program in Prince George. This project was so successful that a similar program is now being established in Terrace.

In the area of distance education, several developments occurred that will help make post-secondary services more available throughout the Province. A credit telecourse initiative provided funds to a number of institutions to facilitate the acquisition of credit telecourses delivered through the Knowledge Network of the West (KNOW). At the same time, responding to a B.C. Association of Colleges initiative on distance education, a pilot project on co-operation and co-ordination of services within a college region was developed by Selkirk College and the Open Learning Institute. Finally, inter-provincial co-ordination of distance education activities received impetus from a formal agreement signed by the Ministers of Education in the four western provinces and the two territories.

Vocational Programs Branch

With the initiation of the Training Access Program in January 1983, the branch was committed to expend significant resources and manpower on the implementation of the program in the colleges and institutes. This remained the challenge during 1983/84, and significant progress can now be reported. It is significant that the approach to curriculum development represented by the revised Common Core of TRAC is seen as a model for emulation by at least four other Canadian provinces. This highly successful program development has helped to provide renewed provincial standards for entry-level vocational programs.

In addition to fulfilling its role of co-ordinating vocational programming throughout the Province, the branch has continued to manage the Canadian International Development Agency contract in Indonesia. During the past year, Indonesian instructors have been trained in various trades, and equipment has been purchased for the Samarinda Forestry Vocational Training Centre. The delivery of these services by seven British Columbia instructors will continue for a further year.

Trades and Industrial Training Branch

The growth in apprenticeship employment in British Columbia, which had been almost uninterrupted for several decades, peaked early in 1982 at 19,000 apprentices — a level requiring that almost 1,200 full-time training classes of four to eight weeks in duration be taught in the college/institute system that year. In 1983/84, however, many employers found they were unable to hire and retain the same numbers of apprentices, with the result that some of the institutional capacity normally assigned to apprentice training was redirected to meet the needs of those in need of vocational training or skill upgrading.

The reduced level of apprenticeship employment and the ready availability of most skills in the labor market was reflected in a reduced level of training activity in industry by employers. Nevertheless, provincial industrial training consultants housed in the post-secondary institutions helped some 600 employers to develop effective training plans for their employees. The consultants also monitored the training provided under the terms of almost 1,200 wage-sharing industrial training contracts between the federal government and employers.

Curriculum Development Branch

Work on the provincial Training Access Program (TRAC) continued to absorb many of the branch's resources: besides overseeing a total revision of the Common Core course materials, the branch began work on the development of a cognitive skills achievement test for the Common Core. The first phase of this process involved establishing the relative importance of the various skills areas that make up the Common Core.

The branch's past focus has included development of Adult Basic Education (ABE) materials, and this was continued with the publication of two collections of course materials, ABE Mathematics 2 and ABE Communications 3. These materials are the first in a series of new self-paced learning materials for Adult Basic Education students. They are designed for use in college programs, school district adult programs, and some alternate school programs throughout the Province. Other publications released during the year included Diamond Drilling Specifications Manual and Course Outline, Canadian Viewpoints, An Anthology of Canadian Writing, Travel Agent Course Outline, and Using Canada Post. These were all produced with the assistance of co-operation of appropriate industry or external agency representatives.

The branch's research initiatives were maintained, and the last in the series of detailed institution-by-institution, student follow-up reports was distributed. This provides data on vocational training programs from participating colleges and institutions throughout the Province and includes information on the number of student completions and discontinuations as well as on the employment status of students three months after completing their programs. A similar follow-up study was initiated for Adult Basic Education programs in co-operation with Malaspina College.

The Provincial Post-Secondary Resource Centre attached to the Curriculum Development Branch is responsible for TRAC research, collections development, and provision of information to post-secondary administrators and educators. During 1983/84, the Centre provided services and materials in response to a great number of enquiries, from the Ministry and from the field, related to post-secondary curriculum and instructional development initiatives.

Continuing Education Branch

During 1983/84, the Continuing Education Branch was involved in the development of several documents and public presentations. A "CPR-Heartsaver" program presented by KNOW was so successful that the Pulse of Life Society, which co-sponsored the program, was granted a B.C. Broadcasters Association award. As well, a print series developed with the Ministry of Labour, "Tackling Tough Times," received good response. In the area of policy development, the distribution of a White Paper on the Articulation of Adult Basic Education represented a major step towards rationalizing this important program area. The goal of the White Paper is to simplify the nomenclature across this program area so that students, employers, and staff members with the various educational institutions will better understand the many programs. In the area of curriculum development, an Employment Preparation Curriculum Guide was initiated. This document will contribute to the development and revision of the courses offered in this general area. During 1983/84, emphasis was placed on establishing linkages between existing programs so that the resources allocated to this area would be used more effectively. A series of professional development workshops was also held to help teachers and co-ordinators develop new skills and exchange information on successful pre-employment programs.

The Continuing Education Branch also facilitates the development of continuing education programs in other ways. During the past year, the branch provided assistance to the B.C. Federation of Foster Parent Associations, which will result in the production of a comprehensive foster parent training program. The branch also worked closely with the B.C. Council on the Family in helping to form a consortium of school boards and colleges involved in family learning programs.

Finally in 1983/84, the branch instituted a system that would provide textbooks free of charge to adult English-as-a-second-language students. Under a recently signed agreement, the Government of Canada (Secretary of State) reimburses 100 per cent of the monies expended by the Province for this important service. It is expected that the distribution system will remain in place and that textbooks will be made available on an annual basis. A short series of workshops was organized to assist teachers in making use of these new resources.

College Regions and School Districts

College and Main Campus:	School Districts included in College Region:
CAMOSUN COLLEGE Victoria	61, 62, 63, 64
CAPILANO COLLEGE North Vancouver	44, 45, 46, 48
CARIBOO COLLEGE Kamloops	24, 26, 27, 29, 30, 31
COLLEGE OF NEW CALEDONIA Prince George	55, 56, 57, 28
DOUGLAS COLLEGE New Westminster	40, 41, 42, 43
EAST KOOTENAY COMMUNITY COLLEGE Cranbrook	1, 2, 3, 4, 18, 1/2 of 86, (South of Sanka Creek)
FRASER VALLEY COLLEGE Chilliwack	32, 33, 34, 75, 76
KWANTLEN COLLEGE Surrey	35, 36, 37, 38
MALASPINA COLLEGE Nanaimo	65, 66, 68, 69, 47
NORTH ISLAND COLLEGE Comox	70, 71, 72, 84, 85, 49
NORTHERN LIGHTS COLLEGE Dawson Creek	59, 81, 87, 60
NORTHWEST COMMUNITY COLLEGE Terrace	50, 52, 54, 80, 88, 92
OKANAGAN COLLEGE Kelowna	14, 15, 16, 19, 21, 17, 22, 23, 77, 89
SELKIRK COLLEGE Castlegar	7, 9, 10, 11, 12, 13, 1/2 of 86 (North of Sanka Creek)
VANCOUVER COMMUNITY COLLEGE Vancouver	39, 38, 41

87
81
80
NORTHERN LIGHTS COLLEGE
88
92
NORTHWEST COMMUNITY COLLEGE
50
52
54
56
59
COLLEGE OF NEW CALEDONIA
55
57
60
26
49
27
CARIBOO COLLEGE
NORTH ISLAND COLLEGE
85
72
29
30
34
OKANAGAN COLLEGE
19
84
47
CAPILANO COLLEGE
21
EAST KOOTENAY COMMUNITY COLLEGE
71
31
23
22
10
4
3
2
70
FRASER VALLEY COLLEGE
17
15
BELKIRK COLLEGE
7
9
MALASPINA COLLEGE
16
14
13
12
11
1
DOUGLAS COLLEGE
KWANTLEN COLLEGE
VANCOUVER COMMUNITY COLLEGE
CAMOSUN COLLEGE

Statistical Tables

Statistical Tables, including the data that corresponds to activities of the Ministry of Education as described in this report, have been published under separate cover and are available upon request from Statistical Services, Data Services Branch, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 2M4.